

Kentucky Literacy Link

A Publication of the Kentucky Department of Education (KDE)

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Volume 5, Issue 2

September/October 2014

Inspiration for My Brave and Honorable Colleagues

Mikkaka "MK" Overstreet is a KDE literacy consultant and the editor of this publication. Contact her at mikkaka.overstreet@education.ky.gov.

My summer was spent watching my brother-in-law finish his battle with cancer. I've watched my sister-in-law handle the loss of her husband and best friend with unbelievable strength and courage. I've seen the beauty of humanity manifested in the U.S. Marines who stood outside his hospital room all day and night, escorted his body and his wife back to Kentucky, and supported our entire family until he was laid to rest.

Loss is hard, but life is beautiful. I feel good. I feel even better when I help others to feel good. Thus, I offer a little inspiration to get your year in gear. Happy September!

-MK

"Teacher"

By Clark Mollenhoff

You are the molders of their dreams

The gods who build or crush their young beliefs of right or wrong. You are the spark that sets aflame a poet's hand, or lights the flame in some great singer's song.

You are the gods of the young, the very young

You are their idols by profession set apart

You are the guardians of a million dreams

Your every smile or frown can heal or pierce a heart

Yours are one hundred lives, a thousand lives.

Yours is the pride of loving them, the sorrow too.

Your patient work, your touch make you the god of hope

that fills their souls with dreams and makes those dreams come true.

Only the Brave Should Teach
by Pearl Buck

Only the brave. Only the brave should teach.

Only those who love the young should teach.

Teaching is a vocation.

It is as sacred as the priesthood; as innate a desire, as inescapable as the genius which compels a great artist.

If he has not the concern for humanity, the love of living creatures, the vision of the priest and the artist, he must not teach.

inspire. be inspired.

Kentucky Department of Education Updates

Holliday Named NASBE 2014

Policy Leader of the Year
Commissioner Terry Holliday has been named the Policy Leader of the Year by the [National Association of State Boards of Education \(NASBE\)](#), an honor given annually to a policymaker in recognition of his/her contributions to education.

Under Holliday's leadership, Kentucky was the first state to adopt the Common Core State Standards, and recently, the Next Generation Science Standards. In addition, Kentucky has implemented a new assessment and accountability system; a new educator evaluation system goes statewide this fall.

Holliday is scheduled to accept his award at [NASBE's national conference](#) on Oct. 17 in Denver.

Kentucky Core Academic Standards Challenge Issued

KDE, in cooperation with education advocacy groups across the state, kicked off the [Kentucky Core Academic Standards Challenge](#), a process for collecting feedback on the English/language arts and mathematics standards implemented in 2011. The standards represent what K-12 public school students should know and be able to do at each grade level.

Commissioner Terry Holliday believes this challenge will raise awareness of what the standards actually require students to learn and will solicit specific feedback to inform KDE's regular review process. Between now and April 30, 2015, P-12 teachers, those who work in higher education, parents, students and others who are in-

terested can go [here](#) to read the grade-level standards in English/language arts and mathematics and provide their response to them. The standards are searchable by subject, grade level and keyword. Participants may make suggestions on moving the standard to another grade level, splitting the standard, creating a new standard or rewriting it.

Once the challenge ends, the feedback provided will be posted online and a team of Kentucky educators, from all levels specializing in the specific content areas, will review the suggestions and make recommendations on any changes to the Kentucky Board of Education for its consideration, most likely in fall of 2015. Read more in the KDE news release [here](#).



Spotlight: Writing Kentucky's New Social Studies Standards

[Kim Mroch](#) teaches 8th-grade social studies at Trigg County Middle School. Before coming to the middle school, she spent 10 years working at the high school level as a teacher, curriculum specialist and assessment coordinator. Mroch has degrees in history, secondary education and school administration from Murray State. Her husband, Andrew, is the band director at Trigg County High School and they have twin toddlers, Logan and Leigh Allyn. Kim is a member of the Social Studies Writing Team for the WKEC/GRREC regions.

Darn You, Google! Finding My Place as a History Teacher in the 21st Century

Google made the career I thought I had chosen obsolete. I used to think teaching history was about facts and figures, people and places. I love those stories and those people and I thought the measure of my worth as a social studies teacher was whether or not my students could accurately recount them. As it turns out, I was missing the point. Any person of average intelligence with a smartphone can have those facts and figures at his or her fingertips anytime, anywhere. These are the exact things I used to spend hours, days and weeks drilling into my students' brains! That is an uncomfortable feeling for a teacher.

So if the job I signed up for doesn't really exist anymore and, arguably, probably never existed in my lifetime; what am I supposed to do with the many, many years left in my professional career? In the 21st century, students need more than I was giving them. They need more than a list of content to be

memorized. They need skills that will make them informed citizens, active community members and globally competitive thinkers. So what I am going to do about it?

For me, the answer to that is, "not the same old thing." Social studies education must move away from recalling content-based knowledge and must focus on the skills associated with thinking like an historian: inquiry and taking action in a modern world.

Thankfully, Kentucky is making great strides right now in creating a social studies experience for students that will meet their needs and help teachers capture their interests. I have found great promise and great potential in talking, thinking, and reflecting with other social studies teachers from across the state about what our students really need from us in a connected world where we are training them for careers we can't even predict. The process of writing standards in Kentucky has been very focused on the skills-based concepts students need to be ready for the world that will exist when they graduate, not the one their teachers experienced as students years ago.

Anyone who expects a checklist of exactly what to do at each grade level may be disappointed by the social studies standards being developed for Kentucky teachers, by Kentucky teachers. This is not an intentional decision made to frustrate or create ambiguity. Rather, it is a purposeful decision made to allow for local control over curriculum and teacher flexibility in crafting classroom experiences for students that corre-

spond to the skills set forth in the standards. Skills-based standards do not seek to do away with assigning what content is to be taught. Rather, these standards will hopefully allow teachers more latitude in *how* and *what* they teach while outlining student expectations that are more congruent to 21st-century demands. The College, Career, and Civic Readiness Framework for Social Studies State Standards (C3) has set the stage for these competencies, and the existing Literacy Standards for History/Social Studies already demonstrate the way in which students should access and process information.

As with any new undertaking, there will be debate about how the new standards are written, the skills that they represent, and perhaps even how they are assessed. Feedback and discussion will be healthy and will produce something in the end that is sounder and better for our students. Serious conversations about what's best for our students *must* occur, or I would argue that we are not doing what's best for students who will enter a world drastically different from the one that existed when I graduated from high school.

Technology and the digital age may have taken away the job I thought I was preparing for, but the core reason I chose to become a social studies teacher is alive and well. I am excited to be a part of making social studies classrooms an experience that prepares citizens. For me, the chance to work on new standards is exciting and worth the effort.

Technology: Apps That Rise to the Top – Tested, Approved By Teachers

Launched in 2010 by KQED and NPR, MindShift explores the future of learning in all its dimensions, covering cultural and technology trends, innovations in education, groundbreaking research, education policy, and more. For more information, contact editor [Tina Barseghian](#). MindShift is a service of KQED.

Katrina Schwartz is a journalist based in San Francisco. She has reported, produced and blogged on health, climate change and local news for KQED in San Francisco. KQED is public media for Northern

California.

With the thousands of educational apps vying for the attention of busy teachers, it can be hard to sift for the gold.

Michelle Luhtala, a savvy librarian from New Canaan High School in Connecticut has crowd-sourced the best, most extensive list of apps voted on by educators around the

country.



"I wanted to make sure we had some flexibility because there's no one app that's better than all the others," Luhtala said. Some apps are best for younger students; others are more complicated,

better suited for high school students. Many apps do one thing really well, but aren't great at everything. Still others are bought, redesigned or just disap-

pear — so it's always good to know about an array of tools to suit the need at hand.

Luhtala's list includes digital storytelling and presentation tools, video tools, photo editing, augmented reality, reading engagement, English/Language Arts, commenting tools, coding, note taking and organization, digital citizenship, bibliography, social media, apps for educators/librarians and more.

Read the full list in her [blog](#) posted by [MindShift](#).

Professional Growth and Effectiveness System News



- #PGES4Me was a huge success! You can access the archive [here](#), as well as closed-captioned versions of the sessions [here](#). The [handouts](#) and [PowerPoint slides](#) are also available.
- Make sure teachers and other professionals are using the correct frameworks for PGES. Teachers use the [February 2014](#) version and other professionals use the [June 2014](#) version.
- Two KLA/KDE Module PowerPoints have been updated to reflect the recent updates in CIITS/EDS: Classroom Observation and Self Reflection. If you have already downloaded TPGES Module A, we recommend you download these two [updated PowerPoints](#).
- The KLA/KDE Modules are a beneficial resource for PGES Professional Learning. Click the following links to download the modules, which include facilitator guides, PowerPoints and handouts: [TPGES Modules A](#), [TPGES Modules B](#), [PPGES Modules](#). These modules have been separated by month to correspond with the [TPGES Yearlong Implementation Resources](#).
- The Kentucky Framework for Teaching (FFT) is a tool teachers can use to reflect more specifically and more accurately around these very personal learning goals and how their professional growth will impact student learning throughout the year. As teachers reflect and begin to build their Professional Growth Goals, they may consult resources available on the KDE website. The [Initial Reflection document](#) allows teachers to reflect on all components within the *Kentucky Framework for Teaching* before making comparisons and determining a rating for current practice. The [Self-Reflection and Professional Growth Planning PowerPoint](#) leads teachers through the process of self-reflection and guides them to build on their self-reflection to determine an appropriate Professional Growth Plan.
- [EDS4U](#), a new webpage, is now available with a wealth of EDS professional learning resources to answer your questions. Quick reference cards (QRCs) provide step-by-step directions to walk the user through specific tasks. Quick Tip Videos demonstrate how to use tools within the Educator Development tab of CIITS needed to complete individual aspects of the Professional Growth & Effectiveness System. Additional resources are available to assist districts with the KTIP Pilot, PD Planner and the changes in the most recent version update. Visit the new EDS Professional Learning Resource page or log in to CIITS to find answers.
- You can always contact us with questions [here](#).

Schedule a Visit from the Kentucky Historical Society HistoryMobile



Book the Kentucky Historical Society HistoryMobile for a visit and meet eight Kentuckians who faced tough choices during the Civil War era. Learn what they did – and why – and ask yourself what you would have done in their shoes.

The full-sized semitrailer contains the inter-

active learning lab, *Torn Within and Threatened Without – Kentuckians in the Civil War Era*. It uses touch-screen activities, bold illustrations, authentic artifacts, personal recollections and other components to bring the stories of everyday citizens, politicians and enslaved people to life. Student activities are tied to Common Core ELA Standards and emphasize critical thinking, research skills, creativity and literacy.

More information is available [here](#). To schedule a visit, contact Kate Sowada via

[email](#) or at (502) 564-1792, ext. 4458.

The KHS HistoryMobile season runs from March through November and is booked several months in advance. The KHS HistoryMobile must be located on a paved, level surface and requires an additional 25 feet for the folding access ramp at the rear of the trailer (total length 80 feet, including tractor). The exhibit is wheelchair accessible.



Teaching Artists Added to Arts Council Directory

Eight professional artists have been added to the [Kentucky Arts Council's Teaching Artists Directory](#) to work with educators to design and implement quality arts education programs in Kentucky schools.

The Teaching Artists Directory is an adjudicated resource featuring artists from various disciplines. The directory connects schools and educators with artists who produce high-quality work and who can assist in the creation of arts programming in schools around the state.

"The Teaching Artists Directory is a great resource that partners Kentucky schools

and communities with skilled Kentucky artists," said Lori Meadows, executive director of the Kentucky Arts Council (KAC).

"These artists and educators collaborate to design arts programming that's creative, innovative and educational for all students."

Artists added to the directory, with county of residence, are: Marcus Wilkerson, Fayette; Megan Sauter, Franklin; Erin Fitzgerald, Jefferson; Karen Dieruf, Jefferson; Dane Hosler, Madison; Smitha Paily, Oldham; Robert Martin, Rockcastle; and Sue Massek, Washington.

Any Kentucky school applying for funds

through KAC's Teaching Art Together Grant is required to work with an artist listed in the directory.

The next Teaching Arts Together deadline is Oct. 1 for January-June 2015 residencies.

For information on applying for a residency, contact Jean St. John, KAC arts education director, at (502) 564-3757, ext. 486 or jean.stjohn@ky.gov.

For more information about the Teaching Artists Directory, visit the [website](#).

**KENTUCKY
ARTS COUNCIL**
building vibrant communities

Achieve Offers New Assessment Inventory for Districts



Achieve has launched the Student Assessment Inventory for School Districts, a tool that will enable

district leaders to take stock of how many assessments are administered throughout a school year and for what purposes they give assessments. Designed from a student perspective, the tool can be used by education leaders to make decisions about what amount of testing is appropriate and to be more transparent with parents about the testing in schools. It supports a process by

which districts evaluate current assessments, determine the minimum testing necessary to serve essential diagnostic, instructional and accountability purposes, and work to ensure that every district-mandated test is useful and of high quality.

Quality assessments are a critical component of improving college and career readiness in the United States. Educators rely upon consistent performance measures to monitor student progress and their own effectiveness. However, educators, parents, and students across the country have ex-

pressed concerns about the amount of time that testing is taking away from teaching and learning. School district officials have the opportunity to respond to these concerns about over-testing by leading a conversation among educators and the broader community that directly addresses the amount of testing and points the way toward a more coherent, educationally sound approach to assessment.

The Student Assessment Inventory for School Districts is available on the Achieve website [here](#).

2014 Instructional Transformation Grant RFA Posted to KDE website

The Kentucky Department of Education (KDE) has been leading work over the last four years to support teachers in the implementation of the Common Core State Standards (CCSS), known in the state as the Kentucky Core Academic Standards (KCAS). In addition to ELA/Literacy and Math standards, the KCAS also encompasses the Next Generation Science Standards and the development of state social studies standards.

While the KCAS provide guidance for college and career readiness for Kentucky's students, supports and feedback for those implementing the standards must also be addressed.

In 2011, Kentucky began work with 12 Integrated Strategy Districts (ISD) in implementing the CCSS through the Literacy and Mathematics Design Collaborative (LDC/ MDC) frameworks and field testing the Teacher Professional Growth and Effectiveness System (TPGES). Approximately 40

additional districts also field-tested the TPGES during the 2011-12 school year. Teacher and administrator leadership became a focus for building capacity within these districts.

After three years of implementation of these initiatives, data reflect systematic changes in practices, school and district supports, and student learning outcomes. Because of the impact of the work, five districts were added to the ISDs for 2013-14.

Many districts have been engaged in learning more about LDC or MDC strategies for implementing the KCAS and progressing their students to College and Career Readiness. For some districts, interest may have just begun, while others have been deeply involved over the past three years.

Regardless of their starting point of interest, districts have the opportunity to begin or continue this work with KDE support

through a grant opportunity. The grant not only will support districts to implement strategies for successful implementation of the KCAS, but also focuses on teacher leadership for building capacity in your district. In addition to KDE support, grant recipients will receive \$50,000 for smaller districts or \$100,000 for larger districts (as defined in the Request for Application) for professional learning and to support the work.

An informational webcast was held in August to discuss the goals of the grant, benefits to districts and the timeline for applying. Contact [Cindy Parker](#) or [Carol Franks](#) if you have questions. The archived webcast is posted with the RFA on the [KDE website](#).

KDE seeks approximately 20 to 30 districts to integrate critical strategies for raising student achievement, emphasizing teacher leadership capacity and assessment literacy. In support of this program, an RFA has been posted to the [KDE website](#). The RFA submission deadline is 4 p.m. EDT Sept. 18.

PD 360 Helps Staff Meet Compliance Learning Requirements



Did you know PD 360 is the easiest and quickest way for teachers to meet their beginning-of-the-year compliance learning requirements? Best of all, you already have access to it.

Examples of compliance topics found in PD 360 are:

- Bloodborne Pathogens
- Bullying
- Child Abuse and Neglect
- Copyright
- Emergency Preparedness
- Internet Safety
- Sexual Harassment
- Slips, Trips, and Falls
- Suicide Prevention and more

Viewing the compliance re-

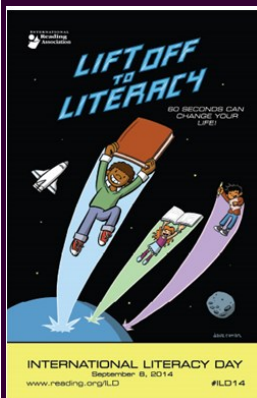
sources is simple!

- Log in to ciits.kyschools.us.
- Click the green PD 360 & Common Core 360 icon on the left.
- Click Resources in the upper left-hand corner, then select Videos.
- Scroll down the filters on the left to Topics and select Compliance.

Click the video you wish to view.

PD 360 comes with robust tracking and reporting so leaders can know exactly which teachers have completed specific PD—and how much of it they have completed.

For questions and additional information about free compliance courses for your district, please call the School Improvement Network at (855) KY-SINET or (855) 597-4638.



Lift Off to Literacy with IRA and NASA

Help Your Students "Lift Off to Literacy." International Literacy Day (ILD) is going interplanetary to celebrate the power of literacy around the world! For this year's celebration, "Lift Off to Literacy," the International

Reading Association has partnered with NASA and Story Time From Space to inspire a literacy habit in your students.

The mission began Sept. 8, the day the world celebrated International Literacy Day and the transformative power of literacy. How can you participate? Pledge to add an

extra 60 seconds of literacy activities in your classroom for 60 days. It's that simple.

Not sure what to do for those extra 60 seconds? The International Reading Association has got you covered. Sign up at the ILD website (www.reading.org/ILD) to pledge your participation and receive an activity kit of 60 fun, cross-curricular 60-second activities; by signing up, you'll be entered to win an out-of-this-world prize pack from NASA!

In addition, find other **free** resources to motivate and engage your students, including:

- The official ILD 2014 poster, designed by Dave Roman (graphic novelist of the Astronaut Academy series).
- A 60-day log to track your activities.

- A sign to announce your class's participation and inspire other classrooms to join the mission.
- Pre-designed banners for your personal or class blog and social media accounts.

Share your participation by using #ILD14 on Facebook, Twitter, YouTube, Instagram or any other social media platform you use. Follow what others are doing and find related resources on our [ILD 2014 Pinterest board](#). IRA looks forward to seeing photos, videos, and stories from your classrooms!

In the article below, IRA Inspire tipsters share detailed classroom applications for their favorite ILD activities from the kit. Try them out and watch your students take off!

Teaching Tips from the International Reading Association

Using Your Favorite Pick-Up Lines

They say you never get a second chance to make a first impression. This is also true of our first connections with texts. Writers must make their first lines count. Have students evaluate authors' first lines and then use similar techniques to create their own first impressions. Begin by asking students to examine a variety of first lines. Pull together selections from your library or from students' favorite literary works. Then, using the descriptors below or creating your own, have students sort those initial lines on based on their function and style:

- Starting in the middle of a scene
- Beginning at the end of the story
- Introducing the narrator
- Taking a leisurely approach
- Going with the dramatic lead

Ask students to evaluate these first lines on their power to draw a reader in. Encourage them to explain necessary criteria to make a reader continue beyond those first words. Invite students to take on the author's role and create their own opening lines based on the established criteria. To extend the activity, students can finish the stories they've begun or trade first lines with classmates to develop narratives from a fresh perspective.

—Laren Hammonds

MORE RESOURCES:

[American Book Review: 100 Best First Lines From Novels](#)
[Great First Lines YA Book Display](#)

Creating Interplanetary Poetry

The cinquain, a five-line poem inspired by Japanese haiku, is easily written at every level. Teachers can lead the class in building a poem over a week's time. Adopt this project for the International Literacy Day challenge and at the end of 60 days, you'll have a class book of 12 poems! These [space poem worksheets](#) feature two cinquain patterns:

- **Cinquain Pattern #1**
 Moon
 Round, yellow
 Spinning, gleaming, reflecting
 I see the moon.
 Moon
- **Cinquain Pattern #2**
 Moon
 Circle, planet
 in the sky
 The moon looks down.
 Moon

Allow students to choose a topic for their first poem from my [space-themed ABC chart](#). That will become the opening line of the poem. The next day work on the second line; the following day, the third. Continue the poem through the week with the necessary elements. When the poem is finished, invite students to create illustrations and add to the class book. Having a personalized takeaway from these lessons reinforces what they learned.

—Cathy Collier

MORE RESOURCES:

[Weekly Reader Connections: What's a Cin-](#)

quain?

[The Crapsey Cinquain and Its Variations](#)

Taking Off With Vocabulary Analogies

Vocabulary practice doesn't have to be boring. This twist taps into student teamwork for added inspiration and comprehension. Students are grouped into pairs or trios to create a "Vocabulary Space Ticket." Together, they draw an image for each vocabulary word and write its definition in order to be stamped for "lift-off" into the International Literacy Day challenge.

Once the students complete this task, they can take it further by creating analogies for the words. This will be an additional way students can demonstrate the understanding of their words. For example, if the word was "barometer," students could say "rain is to rain gauge as atmospheric pressure is to barometer." The students could create two images for each analogy so they would have a mental image of the relationships formed with each vocabulary word.

Afterward, the class could post all of their analogies and images on one sheet of paper where they could have a vocabulary analogy mural to review and prompt discussions.

—Brandi Leggett

MORE RESOURCES:

[Student Interactive: Compare & Contrast Map](#)
[Mobile App: Venn Diagram](#)



Elevating and Celebrating Effective Teaching and Teachers in Kentucky



Teachers from across the state are partnering with The Fund for Transforming Education in Kentucky (The Fund) to inspire and celebrate talented and dedicated educators at the upcoming Elevating and Celebrating Effective Teaching and Teachers (ECET2 KY) meetings.

In Kentucky, five regional events, along with one statewide event, are planned to provide educators with opportunities to build each other's leadership skills while learning from one another. Teachers will have the opportunity to gain resources, feel energized about the profession, be a part of a network and support system beyond the conference, and leave with a sense of inspiration and appreciation for the work they do.

At one end, teachers are being empowered with critical and complete information to deepen their awareness on issues of professional practice. At the other end, teachers are serving as lead advocates for this work. In between, teachers are providing feedback; helping KDE, district leadership, or postsecondary or advocacy organizations co-design training, communications or other efforts related to areas of instructional practice; or leading training and support activities.

If you would like to learn more about these events or find out how to get connected with other educators, please visit The Fund's [website](#).

The Fund is looking for innovative teachers!

The Fund for Transforming Education in Kentucky is looking for K-12 innovative teacher leaders from across the state to be part of a two-year cohort of enthusiastic and motivated educators who will work to improve policies, practice and the profession. This amazing opportunity will allow these teacher leaders to lead from their classroom and be part of a movement that transforms education in Kentucky. Whether teachers are beginning their career or experienced in the field, The Fund is looking for them. To learn more about this amazing opportunity, please see the [description document and application](#). All applications need to be submitted by Sept. 12 to [Karen Handlos](#). Selections will be made and teachers will be notified by Sept. 30.

For further information, please contact [Karen Handlos](#).

Kentucky Storytelling Conference 2014

[Mary Hamilton](#) serves as president-elect of the KSA and serves on the Kentucky Storytelling Conference Committee.

If you are interested in incorporating drama in your instruction, you may find helpful workshops being offered at the 2014 [Kentucky Storytelling Conference](#), Nov. 7-8 in Bowling Green. Read workshop descriptions [here](#). The Kentucky Storytelling Association (KSA) will provide you with a schedule and a certificate documenting your participation throughout the conference.

In addition to offering a pre-conference, *Developing Student Storytellers* (a six-hour interactive workshop of practical methods for helping students learn to be confident storytellers) presented by Judy Sima, author of *Raising Voices: Creating Youth Storytelling Groups and Troupes*, conference workshops that may be of special interest to educators include the following:

- **WordPlay:** Games that Teach Storytelling Skills (these same games also teach other drama, speak-

ing and listening skills, too.

- **StorySpotting:** Building a Bridge between Storytelling and Popular Media (connecting traditional stories with themes in popular books and media – of most interest to those working with middle and high school students).
- **Leveling the Playing Field:** Storytelling and the special needs classroom (hands-on session on storytelling teaching strategies for students of all abilities)
- **Playing with Story:** Storycrafting for storytellers, writers and other imaginative thinkers (a session demonstrating how to use play and process drama to improve story crafting).

If you do not already tell stories, the Storytelling? Yes, You Can! workshop for beginning storytellers would be a good fit for developing your own skills. If you do already tell stories, the Making "Sense" of Storytelling on using the five senses to enhance storytelling would be a good session for expanding your current skills.

How does this fit with drama and English/Language arts?

- Storytelling is both a dramatic and a communication art.
- Storytellers must convey story characters to their listeners through how they stand, speak, move (all skills actors also use to convey characters).
- Storytellers also must develop a strong awareness of literary elements (setting, character, plot, conflict).
- Storytelling is also specifically listed in Kentucky Core Academic Standards for Arts and Humanities, and you'll frequently see wording such as "retell stories..." and "recount stories..." in the English/Language Standards in addition to the same literary elements.
- Because the telling of a story is not the same as a recitation of a memorized script, storytellers also must develop the skill of watching the audience and making decisions about how to tell based on audi-

ence feedback.

Such a skill is essential for developing effective speaking and listening in a variety of situations.

Support from the Arts/Humanities Program Review:

- Professional Development: Demonstrator 2. Participation, Proficient Standard a) states: "Arts and Humanities teachers participate in arts content-specific professional development selected based on school, student and teacher data analysis."
- Same section, Standard Proficient d) mentions collaboration with community groups with a focus on the arts.

You'll find much of value being offered at the Kentucky Storytelling Conference, and the information provided on how conference content can connect with Kentucky's Academic Standards and Program Review should prove helpful to you as you present your request for time to attend.



Edivation: The Best Way to Meet Professional Learning Objectives



Exciting news! PD 360, the world's leading professional development platform for teachers and administrators, has just undergone a dramatic transformation and is now Edivation – an even more powerful and personalized professional learning solution.

Here's a great way to help your teachers complete their professional learning objectives quickly and easily.

Three reasons why Edivation is a great resource for Kentucky educators:

- Edivation's expert-vetted, award-winning videos illustrate teaching best practices from within Kentucky and around the country.
- Edivation is proven to work. When teachers spend as little as 10 minutes a week with Edivation, student achievement improves significantly. [See the independent research.](#)

- Edivation is easily available, without charge, through CIITS. [Log in to check it out.](#)

For assistance, please call the Kentucky Support Hotline at (855) 597-4638 (KY-SINET). Invite your teachers to receive an exciting new professional learning video weekly by [signing up](#) for the School Improvement Network's *Strategy of the Week*.

Kentucky Cognitive Literacy Model (KCLM)

If you are searching for a way to address the literacy needs of your secondary students, the Kentucky Cognitive Literacy Model (KCLM) Secondary Academic Literacy Program is for you!

KCLM combines necessary academic skills, such as reading, writing, discussion and inquiry, with high motivation and engagement tools to best meet the needs of your students. KCLM will provide useful strategies to help guide students in motivation

and engagement, effective vocabulary instruction, strategies for learning, content learning and communication skills. This year's cadre will hold an initial professional learning session on Oct. 23 and 24th at the Transportation Building, 200 Mero Street, Frankfort, KY 40622

Click to access the [pamphlet](#) and [registration form](#). There is no cost to attend; however, districts are responsible for travel and



substitutes.

If you have questions, please contact pamela.winninger@education.ky.gov

Upcoming Literacy Events Around Kentucky

KRA Annual Conference



The Kentucky Reading Association (KRA) will hold its 2014 annual conference on Oct. 16-18 at the Galt House Hotel in Louisville. This year's theme is "Lifelong Literacy for Pleasure and Learning." Featured speakers include Doug Fisher, Linda Gambrell and more. Click [here](#) for the full conference preview. Click [here](#) to register. For more information, visit KRA's [website](#) or contact conference chair [Peggy Stirsman](#).

KSTA Annual Conference



The Kentucky Science Teachers Association (KSTA) annual conference, is Nov. 6-8 in Lexington. The 42nd conference promises to be one of the most important in recent years due to the adoption of new standards for science. Science educators from all over the state will share ideas about changes to curriculum, pedagogy and materials that the new standards require. Information and registration forms can be found on the KSTA [website](#). Applications for presentations are still being accepted; you may download an application form from the website.

2015 KCTE Conference

The 2015 Kentucky Council of Teachers of English Conference will be held in Lexington on Feb. 27-28. The conference theme is "Balancing Passion and Practice: Kentucky Teachers Leading the Way." Learn how Kentucky teachers are leading the way in education. Featured speakers will include:

- Dr. Terry Holliday, Kentucky commissioner of education
- Silas House, award-winning Kentucky author
- Frank X Walker, Kentucky state poet laureate
- Dr. ReLeah Lent, renowned educator

Click [here](#) to view the featured speaker flyer, read the call for proposals, and submit your proposal online. The deadline for submitting a proposal is Oct. 30.

Fourth Annual SPEAK Conference



The fourth annual SPEAK (Speech Professional Education Alliance of Kentucky) Conference will be held at the University of Kentucky on Sept. 26. A schedule

for the day is posted on the [SPEAK website](#), as are other resources and archives from past SPEAK conferences. Registration opened on this website at the end of August and will continue until Sept. 22.

KySTE Fall Event

On Oct. 21 from 8:30 a.m. to 4 p.m. at the Lexington Convention Center (beside Rupp Arena), the Kentucky Society for Technology in Education, in partnership with the University of Kentucky, will host "Digital Transformations." General registration is \$75 (price includes KySTE membership for 2014-15), UK alumni \$50, current KySTE members \$50. Sessions will include:

- Getting "Flipped" Instruction Right
- iTunesU: Courses to Support 1:1
- Transforming your Classroom into a Digital Playground
- EdTech in Support of Students with Alternative Learning Styles
- The Server Side of 1:1/BYOD

For information, see their [Fall Event](#) page. To register, click [here](#).

Help

Your contributions of ideas and lessons that work are welcome. E-mail mikkaka.overstreet@education.ky.gov to submit. Your submissions may be included in the Literacy Link to help connect teachers across the state by sharing ideas, insights and best practices.

Access this and past Literacy Links on KDE's website:
[Click Here](#)



If you have questions or concerns, we want to help. Contact:

- Rebecca Atkins-Stumbo – Literacy/Early Childhood Consultant – rebecca.atkins-stumbo@education.ky.gov
- Kelly Clark – Literacy Consultant – kelly.clark@education.ky.gov
- Kathy Mansfield– Library Media/Textbooks Consultant – kathy.mansfield@education.ky.gov
- MK Overstreet – Literacy Consultant – mikkaka.overstreet@education.ky.gov
- Teresa Rogers – Literacy Consultant – teresa.rogers@education.ky.gov
- Pamela Wininger – Literacy Consultant – pamela.wininger@education.ky.gov



Feedback from the Field

Your feedback helps us to tailor the Link to best meet the needs of teachers. Tell us how you're using it. Tell us what you want to see more or less of.

We want to hear from you! E-mail [MK Overstreet](mailto:MK.Overstreet@education.ky.gov).

"I can't wait to read the Literacy Link each month. I always learn something new! Thanks so much!"

–Rebecca

"The technology critique has introduced me to some great tools I wouldn't have tried otherwise. Thank

you for including that and keep them coming!"

–Bryan

"Love your editorials!"

–Jenny



Additional Reading and Other Resources

- KDE has both a Facebook page and a Twitter feed. Subscribe to the KDE Twitter by connecting to [@KyDeptofEd](#), or receive PGES-related news by connecting with [@KyPGES](#). Use the hashtag #PGES4Me to join the conversation about educator effectiveness in Kentucky! Access the KDE Facebook page [here](#) or by searching for "Kentucky Department of Education."
- The KDE News App compiles content from various sources to facilitate communication on education-related matters across Kentucky. The sources include headlines, *Kentucky Teacher*, messages to superintendents and teachers, Commissioner Holliday's blog, Fast Five on Friday, Videos and KETS Tech Tips.
- KDE Notify App – The KDE notification system (KDE Notify) is a new service provided by the Kentucky Department of Education and the Office of Knowledge, Information & Data Services. This cloud-hosted solution provides KDE with the capability to notify those who opt-in of new information and content. These notifications include alerts to network outages and interruptions of technology services for state-level systems such as the KEN network, KETS service advisories, MUNIS, CIITS and IC. This system has been developed to be flexible in targeting specific audience segments so that users receive only filtered, highly relevant information specific to their needs.
- [Why Files](#) - Created at the University of Wisconsin-Madison under the auspices of the National Institute for Science Education, the Why Files website provides scientific information to explain and expand on current news stories. This witty website updates weekly and provides a searchable archive of stories and articles. A list of National Science Education standards that link to support Why Files articles is included. Additional classroom activities are offered that can be used with an entire class or for extra credit. There is enough intriguing information, as well as cool science images, to entice older students to explore the site on their own. Grades 5-12. This site provides an easy way for social studies and science teachers to collaborate on classroom activities focusing on current events and the science behind the news.
- The Ron Spriggs Exhibit of Tuskegee Airmen provides student presentations about the 332nd Fighter Group, the first African-American aerial combat unit of World War II and recipients of the 2007 Congressional Gold Medal. Bookings can now be made for the 2014-15 school year. See flyer [here](#). The first 10 school presentations scheduled will receive a 50 percent discount. There is a limit of one per school. The next 10 schools or presentations will receive \$50 off published rate. Applicable mileage and lodging will be applied, if required. An in-depth PowerPoint is available on request. For more information, or to book a presentation, visit the [website, www.rseta.org](http://www.rseta.org).

